

NBSC Manly Campus

The Pines Newsletter

*Academic Excellence * Personal Best * Giving Back to the Community*

Principal: Ms Kathy O'Sullivan | Deputy Principals: Ms Marisa Carolan and Mr Alex Newcomb

1 July 2022

From the Principal

Musical

Congratulations to everyone involved in the musical. This annual event is part of our school culture and truly a highlight on our school calendar. It would not be possible without the passion, enthusiasm, expertise and hard work of our talented teachers; Chloe Woodward, Lucienne Herft, Lanneke Grace and Shannon Higgins.



The musical provides an opportunity to showcase the depth of individual and collective talent of our students, and brings together the community in a way that needs to be seen to be understood. They say it takes a community to raise a child. Similarly, it takes a school community to make a Musical. Thank you to all the cast, orchestra, crew, teachers, alumni and parents' past and present who contributed their time, skills and energy to another amazing school production. Without your support, events like this that showcase our students' talents could not go ahead. Thank you to Annetta Verduyn who coordinated a team of parents who created the costumes, Marg Martin and Annie Woods who, assisted by a group of parents, catered for the cast and crew each night. Alumni Ben Mills, Michael Goodyear and Keith Muir who's technical and production expertise ensured the production was of such a high quality and to our rehearsal assistants; Khika Withnell, Tara Dunch, Talia Withnell, Maia Hopf, Indy Pike and Neve Morgan. Thank you also to Annie McCubbin, a parent of an ex-student, who provided the drama coaching for our students, taking their performance to the next level. Thank you to the wonderful audiences who filled the hall and enabled our magnificent students show you the fruits of their intensive rehearsal period and present a magical piece of theatre. Anastasia will be remembered as adding to the long list of highly successful productions at Manly Campus.



NBSC Manly Campus

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Proposed Bell Times

In October 2021, we started the consultation phase of changing the bell times. Although support for the proposal was extremely positive, we put this on hold to allow time for further consultation to take place including consultation with Year 7 families. Consultation will conclude next term with implementation planned for Term 4, 2022. The proposed structure is to ensure we have consistency and equity for all students and across all subjects. It also provides the opportunity for staff to work collaboratively on improving student learning outcomes and to complete administration tasks in school hours. A summary of the proposed changes includes:

- School will start at 8:55am and finish at 3:25pm on Monday and Fridays and 2:30pm on Tuesday, Wednesday and Thursdays.
- All lessons will be 55 minutes. Lessons on Monday's & Friday's will increase from 53 mins to 55 mins. Lessons on Tuesday, Wednesday & Thursdays will reduce from 60 mins to 55 mins.
- The difference in face-to-face lesson time is 41 mins across 25 lessons a week.
- The number of lessons per subject remains the same. There will still be 6 lessons on Monday and Fridays, 5 lessons on Tuesday and Thursdays and 3 on Wednesdays.
- NESA and DoE Course requirements are met.
- Supervision will be provided on Tuesday and Thursdays from 2:30pm – 3:25pm for those that need it.

Next term, we will continue to work with the bus company and also explore opportunities for extracurricular activities to be offered from 2:30pm – 3:25pm on Tuesday and Thursday afternoons. These activities will be provided by external providers and not supervised by the school, therefore will be user pay.

If you have any questions or comments about the proposed bell times, please complete the google form - <https://forms.gle/LXmv6cXvF3FGQpEn6>. This will close 9am on Tuesday 19 July 2022.

Period	Monday	Tuesday	Wednesday	Thursday	Friday
0	7:55 – 8:50	7:55 – 8:50	7:55 – 8:50	7:55 – 8:50	7:55 – 8:50
1	8:55 – 9:50	8:55 – 9:50	8:55 – 9:50	8:55 – 9:50	8:55 – 9:50
2	9:50 – 10:45	9:50 – 10:45	9:50 – 10:45	9:50 – 10:45	9:50 – 10:45
Assembly	N/A	N/A	10:45 – 11:05	N/A	N/A
Recess	10:45 – 11:05	10:45 – 11:05	11:05 – 11:25	10:45 – 11:05	10:45 – 11:05
3	11:05 – 12:00	11:05 – 12:00	11:25 – 12:20	11:05 – 12:00	11:05 – 12:00
4	12:00 – 12:55	12:00 – 12:55		12:00 – 12:55	12:00 – 12:55
Lunch 1	12:55 – 1:15	12:55 – 1:15	12:20 – 12:40	12:55 – 1:15	12:55 – 1:15
Lunch 2	1:15 – 1:35	1:15 – 1:35	12:40 – 1:00	1:15 – 1:35	1:15 – 1:35
5	1:35 – 2:30	1:35 – 2:30	1:00 – 2:30	1:35 – 2:30	1:35 – 2:30
6	2:30 – 3:25				2:30 – 3:25

Principal Awards

Congratulations to all students who were recognised for their academic excellence and personal best at the Principal's Award ceremonies this week. Thank you to Ms Lucienne Herft, Ms Marisa Carolan, Mr Newcomb, Ms Monteleone, our wonderful Year Advisers and office staff, for their coordination behind the scenes. [See the attached list of students who received a Principal's Award at the end of newsletter.](#)

Staff Appreciation

It has been an extremely busy and challenging term with many events and opportunities for our students taking place. Thank



you to all staff who work tirelessly giving up time away from their family and friends to provide these amazing opportunities for our students. Thank you to the P&C for providing a special 'Christmas in July' morning tea for the staff, acknowledging all the additional work that our staff do.

Farewell

This term we say farewell to two outstanding educators, Ms Lanneke Grace (Music, Year 8 Year Adviser and Crew Coordinator) and Mr James Shirlaw (TAS). Thank you for your contributions, and on behalf of the NBSC Manly Campus community we want to wish you both all the best in your future endeavours.



Congratulations to:

- Aimee Wallace (Year 12) who was shortlisted as a finalist for the Top 50 Trailblazer Awards. These awards recognize students who have used their final years of school to make an impact in their community – and build skills and experiences that will set them up for success in the future.

In this regular feature we like to recognize students who have achieved highly in school and community events, competitions and activities. Demonstrations of the school ethos of academic excellence, personal best and giving back to the community deserve to be recognized. Parents are welcome to email the school any achievements that we may not be aware of, for inclusion in the newsletter.

Happy Holidays

Wishing everyone a safe and restful holiday. In my reading of *Phosphorescence* by Julia Baird, I am determined to spend my holidays “hunting” for those moments of joy, wonder and awe and hope you are able to do the same. Students return on Tuesday 19 July.

Kathy O’Sullivan
Principal

Year Adviser End of Term Reports

Year 7 Year Adviser Report

Year 7 have found their stride and are now well and truly part of the Manly community at the end of semester one. It has been wonderful to see them striving to achieve their personal best and participating in a wide variety of school events. We started this term with many creative outlets for the students, participating in School Spectacular Inspire filming and the Big Band Bash. They learnt about digital wellbeing in the Kristy Goodwin seminar, showed their speed and perseverance at the Cross Country carnival and displayed their many talents at Night of Stars. The newly elected team of Year 7 SRC members showed their passion and dedication through involving themselves in the preparation of events such as Tim Tam & Jim Jams and Night of Stars which were a great success.

Musical rehearsals and crew workshops continued every weekend throughout Term 2 with many Year 7 students preparing for their debut in a Manly Musical. I want to congratulate all the students involved on such a spectacular performance of ‘Anastasia’, without all of your enthusiasm and commitment to the cast, orchestra and crew, the show wouldn’t have been possible.

Well done to the students on their Praxis presentations. They were required to present their ‘Games 4 Good’ projects to a panel of judges and parents and there were many innovative ideas. Congratulations also to Gemma Clark who won a

Merit Certificate in the 13-14 years age category of the 2022 Nan Manefield Young Writer’s Award.



I would like to wish all students and families a happy and safe holiday. Looking forward to seeing you all for a very exciting Term 3.

Ms Lana Prideaux-Remin
Y7 Year Adviser

Year 8 Year Adviser Report

What a term we have had. It happened in what felt like a blink of an eye, but it was filled with so much wholesome content and inspiring student success. The term began and we were just bursting to smash some goals and get involved in all those extra-curricular activities and clubs that fill up our cups. There was a buzz of excitement with every SRC event such as Night of Stars, Tim Tams & Jim Jams and the “Manly Vibe” that was a little lost during the “covid era” started to come back in full force.

We had students representing Manly Campus at the Sydney North Public Schools Dance Festival. A big shout out to Ms. Chloe Woodward for all her energy and dedication to giving our dancers the most incredible opportunities. Vocal Ensembles and Tides of Sound sounded beautiful under the direction of Mrs. Lucienne Herft at the Elective Music Night. Students in the band program finally had the opportunity to perform for our parent community at the Big Band Bash and it was wonderful to see the gym at Freshwater Senior Campus filled with familiar faces.

Our annual musical *Anastasia* was a huge success, and it couldn’t have been done without the contributions from Year 8 students who were involved in the cast, crew and orchestra. Without the parent/guardian and ex-student volunteers, our show would not have been possible so a big thank you to all the volunteers who assisted with the process in set construction, costumes and dinners. Congratulations to all the staff and students who were involved.

The resilience and determination that the cohort from G26 have shown this term to get through the assessment season has been truly remarkable and is proof that these brilliant young people are capable of anything that they put their minds to. I'm sure you have all heard by now that I will unfortunately be moving on from Manly at the end of this term, I am devastated to not be able to continue supporting G26 as their Year Adviser until they graduate but I will be there in spirit. Congratulations and thank you to Ms Elizabeth Lindsay who will be taking over in Term 3. I feel so lucky to have had the absolute pleasure of being the Year Advisor for G26 and I will never forget all the memories we have made so far. I wish you all the very best for the future and I look forward to hearing about all the successes - there will be many.



Wishing you and your families a safe and restful break.

Ms Lanneke Grace
Y8 Year Adviser

Year 9 Year Adviser Report

It has been a busy term for G25 who participated in a wide range of activities, building on their collaborative, creative and leadership skills.

Elective Art and Photography students participated in the annual Bundanon Camp where they built on their skills of art making in landscapes.

All the weekend rehearsals and behind the scene runs paid off with the successful run of 'Anastasia' in week 8. G25 participated in crew, orchestra and on stage in the magnificent performances. The reviews were glowing and reflected the commitment and dedication of all involved. A huge thank you to the directors, alumni, parent volunteers and senior executive who continue to provide essential support to this highlight in the school calendar.

It was a great opportunity to see Year 9 working with primary school students in the college initiative 'Project Penguin'. G25 showed great leadership skills, patience and guidance as the primary aged students completed their proposals to assist fairy penguins in Manly.

It was also a great privilege to read out the names of the recipients of the Principals awards at Manly-where the students demonstrated the school ethos of academic excellence and personal best.

At the end of this term, students were given camp forms for Kincumber. Students that were away during the meeting have had their forms mailed to their houses. These forms need to be returned at the start of week 3. Please assist with the organisation of this camp by ensuring these forms are handed back in on the 1st of August. A copy of the front cover letter will be provided on google classroom.

Students will be asked in Term 3 whether or not they would like to become either Peer Support or Peer Academic leaders of Year 7 students in 2023. Peer Support leaders assist with the transitions of new students to Manly by running sessions on friendship, organisation and teamwork to name a few. This program finishes with a bake sale for a charity of the students' choice. Peer Academic leaders assist with tackling the concept of a Career and how Year 7 students can work towards goals. At the end of this program, the students and leaders run a Career Expo. I would encourage all Year 9 students to get involved in one of these initiatives.



I wish G25 a very safe and relaxing holiday.

Lucienne Herft
Y9 Year Adviser

Year 10 Year Adviser Report

Once again, a very productive term from G24.

All participants for the Year 10 Mini Camp showed exceptional collaborative and creative thinking in the various tasks. They engaged in the day with so much enthusiasm and braved the wet and cold weather. G24 are to be commended on their personal growth and development which was demonstrated across the board at the camp.



Term 2 has indeed been a very busy time for G24 and they have navigated and juggled the demands of academic assessments, extracurricular activities and Covid isolation rules with resilience and flexibility. Congratulations to all your efforts in Term 2.

Wishing you all a safe and relaxing break.

Ms Josinta Chandra
Year 10 Adviser

Year 11 Year Adviser Report

Heading into the home stretch for Year 11, it's easy to see the maturity and conscientiousness of our cohort blossom and take hold. With many assessments being done in all subjects, the results are showing everyone's full potential. Ms Fee our Careers Advisor has mentioned numerous times to our year group about the importance of doing your best in Year 11 as the new trend for universities is to offer early entry admissions to students based on their Year 11 and Year 12 marks before even sitting for the HSC. By striving for excellence in Year 11 the chances of early entry is greatly increased.

Early in the term we had Brent Sanders come to do a session with the cohort on consent, respect and the law. As an ex-detective, Brent had a real-world view on teenage behaviour and although some of his examples made people uncomfortable, his truths and lessons could be the difference between being put into a compromising position and remaining safe.

Parent Teacher interviews were conducted over Zoom and aside from a few hiccups, all went relatively well. The parents I spoke to were more than happy to be at home with their families whilst hearing about the fantastic progress their children were making.

I would like to wish you all a safe and enjoyable break and look forward to seeing everyone back next term ready to take on the run to the finish line for Year 11. Who are we? G23!

Mr Branko Goykovic
Y11 Year Adviser

Year 12 Year Adviser Report

Term 2 - tick. The year continues to fly by with only one term left for G22 until the HSC.

I had the opportunity to see this year's school musical "Anastasia". Wow, amazing! Whilst all the cast and crew were fantastic, I couldn't help but notice the massive contribution that G22 made to the production. From starring and ensemble acting roles to orchestra and backstage, Year 12 were everywhere. Congratulations to all involved.

During our year meeting in Week 9, Ms Brien gave an extremely helpful presentation about how Year 12 can prepare for next term's trial examinations in Weeks 3 and 4. Here is a summary of the ten tips:

1. Effective preparation

- Learn from your past mistakes
- What worked? What didn't work?
- Be guided by your teachers
- Work SMART not long

2. Alumni army

- Top ex-students are coming into the library in Week 1 and 2 of Term 3, on Tuesday and Thursday afternoons 3.30-5:00pm to run mini workshops – keep an eye on google classroom to book a slot.

3. Know the content

Develop resources you can use in both trial exams and the HSC such as:

- Syllabus dot point study notes
- Flashcards
- Sticky notes on your walls
- Colour coding notes
- Read out loud
- Record your notes/essays and listen to them when exercising

4. Know the exam

- Do past papers under timed conditions;
- First with open book/notes

- Then with closed book

5. Give yourself enough time

- Use your Holidays and Stu Vac wisely
- Have some time off to recharge - decide now how many days this will be and stick to it
- Treat each weekday like a school day - 5-6 hours of Trial preparation

6. Create an action plan

- Study timetable, SMART Goals, Pomodoro Method, etc
- All available on our amazing [Learning Hub website](#)

7. Remove all distractions

- Turn that phone off
- Computer/laptop for schoolwork
- Phone only for leisure

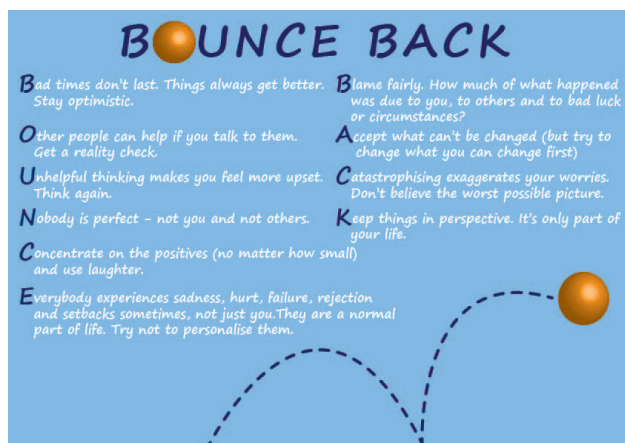
8. Attend study days

- Teachers are giving up their holidays to do this - be sure to show your gratitude
- Remember that your teachers need and deserve a holiday too - email them, but also allow for the fact that they may not be checking their emails daily
- Ask three before me - you are each other's best resource - use GC to connect, clarify and collaborate

9. Balance

- Healthy sleep patterns + good food choices + H2O + regular exercise activities + positive connections + effective study habits = SUCCESS

10. Bounce back



It has been a long, tiring and sometimes stressful term. Please take the above advice, particularly recharging and come back from these holidays ready to hit the ground running.

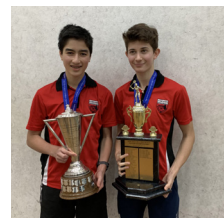
Mr Richard Crooks
Year 12 Year Adviser

Sport Report

We've had some great results in sport this term with our students really showing their skills and talents across a wide variety of sports.

Congratulations to:

- Maggie Goodman and Ken Lamb (Year 12) who recently took out the Open Individual NSW CHS Squash Championships. In addition, Maggie has gained selection into the Australian Squad for the WSF World Junior Championships to be played in France in August.



- Felix Birke (Year 10) who has gained selection into the Under 15 NSW All Schools Volleyball team to play at the Nationals.

- Oliver Sherlock, Nick Thornley and Aiden Gilbert who won gold in their division at the recent State Hockey Championships held in Grafton.



- Logan Campbell (Year 12) who competed in the U20 Athletics NSW State Cross Country Championships and placed 3rd.

School Athletics

Congratulations to all students who attended and participated in the School Athletics Championships at Sydney Academy of Sport, as well as those who came along and supported their peers and house groups. Due to some very wet weather, a number of events were forced to be postponed and instead held back at school in the lead up to the Warringah Zone Championships.

Just as we'd done for swimming, this year we welcomed the inaugural running of our Champions of Champions race. The fastest 8 sprinters in both the boys and girls competed against each other to be crowned champion in the 100m Dash. Congratulations to Maggie Goodman and Leopold Gottardi who took out the 2022 honours in two very fast and close events.

PLACE	HOUSE	POINTS
1	Phillip	1116
2	Bligh	1102
3	Hunter	1032
4	Macquarie	783

Congratulations to the 2022 Age Champions:

AGE	NAME
12	Daria Coleman Oscar Youman
13	Audrey Hayes Eamon Corry
14	Daisy Burt Nile Sturzaker
15	Harriet Wessling Cillian McGrath
16	Natasha Poschalk Zeb Norris
17+	Maggie Goodman Noah Sturzaker

Warringah Zone Athletics

The weather had again caused havoc for our recent carnivals. Following consistent rain in the lead up to the Zone Championships, a decision was made to cancel all Field events and hold a Track only carnival. NBSC Manly finished in second place overall on the points tally chart. Congratulations to all the students who have qualified to compete in the upcoming Sydney North Athletics Championships in Term 3.

School Cross Country

The 2022 Cross Country Championships were held on a rain affected track, with the course needing to be modified from the 2021 Championships. Thank you to all the students who participated and completed the course. It was great to see so many smiling faces as they crossed the finishing line.

PLACE	HOUSE	POINTS
1	Hunter	380
2	Bligh	375
3	Phillip	340
4	Macquarie	324

Congratulations to the 2022 Age Champions:

AGE	NAME
12	Marley Vella Kai Kenton
13	Emi Shichinohe Eamon Corry
14	Daisy Burt Jack Richardson
15	Sophie Lintvelt Pierre Lamarque
16	Lauren Brown Charlie Kanu
17+	Maggie Goodman Logan Campbell

Warringah Zone Cross Country

In a great effort from all the students who took part, NBSC Manly Campus finished 1st overall from the 6 Warringah Zone schools.

Congratulations to Logan Campbell (18 years) and Eamon Corry (13 years) who won their respective age groups.

Sydney North Cross Country

These championships comprise of athletes from over 60 Secondary schools in the Sydney North Sports Association. NBSC Manly Campus students had a number of impressive results, with our school finishing a very respectable 6th overall. An amazing effort and results from each of our competitors.

- Logan Campbell - 1st Place 18 Years Boys
- Eamon Corry - 1st Place 13 Years Boys
- Jasper Vajdic - 4th Place 17 Years Boys

We do our best to report on and acknowledge Manly Campus student sporting achievements. Please email: scott.white30@det.nsw.edu.au or kristie.crawford@det.nsw.edu.au with your child's results and achievements and any good action photos.

PDHPE Faculty

Wellbeing Report

As we come to the end of the second term, I thought it would be a good opportunity to look back on the wellbeing initiatives that have taken place at Manly in 2022 so far and what students have to look forward to for the rest of the year.

Year 12 completed their Life Ready program with the GPs in Schools and had regular sessions with their teacher mentors. I would like to thank each teacher and Mr Crooks for guiding Year 12 through their HSC journey so far.

Year 11 started their Life Ready program with incursions from Independent Drugs Education Australia and Brent Sanders. They will be undertaking Safe Driving education with RYDA and Safet360 later in the year, as well as their own incursion of GPs in schools.

Year 10 had a day camp to make up for the year 9 camp which was cancelled due to COVID. Initiatives, SUP and Damper Making were some of the activities the cohort enjoyed. Year 10 also participated in the popular Tomorrow Man and Woman incursion, as well as demonstrated their excellent leadership skills as both Peer Support and Peer Academic Leaders. Peer Support groups raised \$700 for UNICEF in Ukraine. I would especially like to thank the Peer Academic leaders and Head of Careers, Bec Fee for supporting the new program, with the Partnership of the Team at Become.

Select students from Year 8 and 9 have started the one on one mentoring program Raise. The students

Matthew, Jerry and Bennett worked with dedication to refine their technical skills, with the team conducting multiple training sessions each week to

improve their accuracy prior to the competition. Results from the competition are scheduled to be released in August.

**Dr Bolton
Science**

Year 11 Physics

Luna Park Excursion

In Week 9 our esteemed Physics students went on a field trip to Luna Park to perform experimentation for their Depth Study. It was a thrilling day of analysing forces and energy, calculations, and collecting data firsthand using mobile phone technologies. A large variety of rides were sampled including some of the newest, the sledgehammer, big dipper and boomerang, and some old favourites the rotor and coney island.



Our students did themselves and the school proud in the way they conducted themselves.

**Ms Wan and Mr Crooks
Science**

Year 11 Society & Culture

During Reconciliation Week, Year 11 Society and Culture class were asked to apply their knowledge and understanding of the three main sociological theories that help us explain and understand change – Conflict Theory, Functionalist Theory and Symbolic Interactionist Theory- to the contemporary issue of the Uluru Statement from the Heart. Applying a sociological lens to contemporary Australian and global issues is a core component of Society and Culture, and Reconciliation Week was the perfect time to examine our social and cultural literacy regarding this call for change.

THEORIES OF SOCIAL AND CULTURAL CHANGE

1. Read the Uluru Statement from the Heart
2. Read the SNH article
3. Discuss your understanding of the social and cultural significance of this document
4. Apply your theory and use it to explain the following:-
 - a. The reasons for this social and cultural change
 - b. The reasons for acceptance and rejection of the Uluru Statement
5. Compose a 250 word paragraph to be published in the Weekly Pines magazine demonstrating your social and cultural literacy regarding this contemporary issue



SOCIAL AND CULTURAL LITERACY

- Has a sense of personal, social and cultural identity and understands that culture underpins one's behaviour, beliefs and values
- Is interested in, observes and asks questions about the micro, meso and macro levels of society
- Empathises with and appreciates the diverse beliefs and values of different societies and cultures
- Researches effectively and ethically, showing critical discernment towards information and the media
- Communicates effectively with individuals and groups and works cooperatively in a cross cultural setting
- Applies skills to achieve social inclusion and is aware of the issues of discrimination and prejudice
- Avoids making judgements of another culture's practices using the values of his or her own culture
- Has a sense of social responsibility and displays active citizenship by engaging critically with social issues, and takes considered action for the welfare, dignity, social justice and human rights of others at the local, national and global levels
- Is aware of, and sensitive to, major national and global issues such as poverty, disease and conflict, including armed conflict
- Considers the impact of globalisation, technologies and rapid change, as well as continuity and its implications for the future

Student Reports

Conflict Theory

Conflict theory states that social change stems from the conflicts caused by uneven distribution of socio-cultural resources. The Uluru Statement from the Heart seeks to even the distribution of political influence in order to gain greater equality for First Nations people in general.

How does Conflict Theory explain the reasons for acceptance and rejection of the Uluru Statement?

A rejection of the Uluru Statement could be caused by a desire to remain in power. The Australian parliament lacks in racial and cultural diversity so a majority of parliament benefits from the current system. Additionally, the statement has been rejected in the past as it was seen as creating a "third chamber of parliament" which would upset the structure of the system. A similar group chose to accept the statement due to an understanding that their power comes from the oppression of First Nations people. The Labour Party states that they wish to create a reconciled Australia. The statement would create a parliament that will better make decisions on behalf of the entire population.

Demonstrating your social and cultural literacy regarding this contemporary issue.

The Uluru Statement for the Heart is a pressing issue that needs to be addressed immediately in today's society and political system. The document written by Indigenous leaders calls for structural and constitutional reforms to improve the lives of Aboriginal and Torres Strait Islander people, and asks for an Indigenous Voice (an advisory body of Indigenous people that would express views on policies and legislation that would affect their communities). They have put together two separate dates they would like to see a referendum held for this proposal to be granted: May 27, 2023 or January 27, 2024, for Australians to cast their vote on whether Indigenous people would be included in the decisions affecting their own lives. However, Prime Minister

Anthony Albanese's new Labour government would first have to decide whether it was going to proceed with the model that had already been designed and consult with Indigenous communities, and support for the Uluru Statement needs to be almost universal in the Indigenous communities. There is a belief between the Indigenous people that treaties are required immediately, rather than a referendum.

Eva B and Noah S

Symbolic Interactionism

Symbolic interactionism describes the process of the interactions between individuals and the world around them, through symbols that possess specific meanings depending on their social and cultural context with the potential to incite change - different people will always have different understandings of what these symbols mean. This is exemplified through the Uluru Statement from the Heart, aimed to address and amend the lack of Indigenous voice that has existed in Australia's parliament and general society. The change being pushed forward involves not only Voice, but Treaty and Truth in that order which will be manifested through the creation of a Makarrata Commission, one that will supervise the government decisions that affect the lives and futures of First Nation peoples.

How does Symbolic Interactionism explain the reasons for acceptance and rejection of the Uluru Statement.

Individuals will always react differently to the evolution of change, particularly when it affects them - a key facet of symbolic interactionism which can be seen through the simultaneous acceptance and rejection of the Uluru Statement from the Heart. For some Indigenous Australians, it symbolises action, a means to actually bring about change that will impact the future, but for others, the suggested referendum is not close enough to an actual treaty, and clamour for further, swifter action to be taken against a nation that, in their eyes, has oppressed and stolen from them for hundreds of years. At the 2017 national conference, seven delegates walked out because the proposed plan was not close enough to the action that needed to happen. Change is happening, but not at a rate quick enough to forgive centuries of wrongdoings. Subsequently, the meanings that both parties, accepting and rejecting, have derived from the Uluru Statement are radically different, resulting in a large divide between their opinions on how progress should be made and society changed.

Demonstrate your social and cultural literacy

regarding this contemporary issue.

As Australia watched a political reset on the 21st of May, newly elected Prime Minister Anthony Albanese began by declaring his commitment to the Uluru Statement from The Heart, a commitment not only to change and bridging the gap between Indigenous peoples and their voice in Parliament, but also to a truth-telling Makarrata Commission to oversee the decisions made that affect Indigenous Australians and provide insight onto the key policies that affect their lives and their future. Multiple political parties within Australia have pledged their support to this statement, with both Labour and the Greens actively campaigning for a conclusion to be reached that doesn't just suit their own political interests, but fights for a cause that Indigenous Australians have been actively working towards for decades. While some have rejected the Uluru Statement as another empty promise, it embodies a cultural shift promoted by tangible action - namely the key reforms of Voice, Treaty and Truth. What begins with a referendum of the people of Australia in the coming years will help transform and shape the experiences of the Aboriginal people of Australia in a positive and conscientious way, ensuring that the voice of Indigenous Australians is heard and acknowledged, not neglected and suppressed. The issues of a people that have inhabited this country for sixty millennia with generations upon generations of culture will no longer be ignored. Indigenous Australians will take their rightful place in a society that has forgotten its roots, and positive growth within Australia will be achieved, setting a precedent for the future of this country.

Spencer B and Izzy SG

Functionalist Theory

The functionalist theory represents how each society's roles and institutions are vital to maintaining a society, and when one role/institution experiences a problem the other areas must find a way to fill in the gap, or create new roles entirely.

How does Functionalist explain the reasons for acceptance and rejection of the Uluru Statement.

This theory relates to the acceptance and possible implementation of the Uluru Statement from the heart. The Uluru statement is a written document, created in 2017 by Indigenous Australians that calls for an Indigenous voice enshrined within the constitution, a treaty between first nations people and the government and truth telling about the history of Aboriginal and Torres Strait Islanders in

Australia. The first thing the Uluru statement from the heart calls for is the '*Makarrata Commission*', translated Makarrata refers to 'coming together after a struggle'. The aim of this commission is to spread information on the truth of what happened in the past including all negative areas; this would provide light and allow for truth within society. The second thing the Uluru statement from the heart calls for is '*constitutional change and structural reform*'. This is to be filled by an indigenous person in each level of government to provide insight into how their decisions impact first nations people. Due to the incredible disadvantage indigenous people face within the legal system of Australia by providing Governmental insight these disadvantages can be lessened, such as providing education in regards to unfair alienation from families, increased incarceration rates. According to the functionalist theory, new institutions are created to satisfy needs that have evolved or emerged like the Uluru statement. The need for an Indigenous voice in the constitution has been an evolving concept that has emerged within the contemporary world and as such, relates to the functionalist theory. If the statement works, then it will produce new order and stability in society, mending the weak point within Australian communities. However, there is not complete support for the statement and how it is being implemented. Many Indigenous people have rejected it because of the need for a referendum rather than the immediate implementation of treaties. This disagreement could cause the failure of the statement, according to functionalist theory, when there is dysfunction, it affects all other parts of the system until it breaks down. Thus, the functionalist theory highlights how the Uluru statement could be implemented.

Sarah W

Year 7 Science

Zoo Excursion - Student Report

Due a series of unforeseen circumstances and quick thinking from Year 7 teachers, the Taronga Zoo Excursion was still A-Go! The rescheduled Taronga Zoo excursion took place on Tuesday 21/6/2022.

Exhilaration and enthusiasm was present in all the year 7 students. This time, everyone hoped that the chartered buses wouldn't leave them there again. Fortunately, the chartered buses did arrive at the bus bay and the ear 7 students were able to travel to Taronga Zoo.

Once the year 7 students reached their destination,

Taronga Zoo, all the classes: 7G, 7R, 7Y, 7O had to line up in their classes outside the Taronga Zoo entrance for their Science teachers to mark them off the roll. Everyone was so thrilled when the science teachers eventually let us enter the Taronga Zoo through the entrance. The time had come - the year 7 students were going to start their Taronga Zoo adventure!

As 7R walked through the admissions gate, they could see a sign reading 'capybaras'. However, instead of capybaras in the encounter, there were koalas in the encounter. The koalas were adorably cute and many decided to take photos of this fascinating marsupial. Next, 7R moved onto the bird encounters. Birds of all different colours were visible, swooping and flying within their vast encounter. Kangaroos, quokkas, goats, silky chickens, tigers, red pandas, seals, gorillas, chimpanzees, reptiles and frogs were just some of the animals that 7R saw afterwards. Multiple photos were taken, even as many as 858 photos! At recess and lunch, we had breaks next to the Taronga Zoo animals. During lunch, 7R sat next to the capybaras (the animals which 7R kept on pleading with Ms Wan to go sit next to for lunch). It was convenient that the playground was right next to the capybara encounter. Ms Wan took some brilliant photos of 7R on the playground equipment, eating and sitting. To conclude 7R's zoo excursion, they made their way to the reptile encounter. Snakes like the Inland Taipan to the Anaconda to the Green Tree Snake were seen. Goanas, turtles, frogs and more were also seen, relaxing in their own environments. It was undoubtedly thrilling to see these animals up close in their glass encounters. Ms Wan did give 7R the opportunity to buy something from the Taronga Zoo shop if they wanted to buy something. Then it was time for the year 7 students to travel back to school on chartered buses. Off and away the year 7 students went - back to school!



The year 7 zoo excursion has unquestionably been a magnificent, amazing, notable and interesting experience for the year 7 students! Countless memories were made, smiles and laughs were shared, plenty of fantastic (or not so fantastic, embarrassing)

photos were taken of each other and information on animals was learnt. All of this wouldn't have been possible without the excellent organisational skills, determination and outstanding preparation from the teachers involved in the planning and execution process of the year 7 zoo excursion. Thank you to all the teachers involved!

Jiayi Fang
Year 7

Dance Report

2022 Sydney North Public Schools Dance Festival

Over the last 2 weeks of term, the contemporary dance ensembles have participated in the 2022 SNPS Dance festival at Glen Street Theatre. This event is a showcase of dance in public schools, and features over 100 groups from primary and high schools all over the northern Sydney region, across 20 live shows.

After a busy few weeks of rehearsals; trying to finish all routines, adjusting formations to accommodate for absent dancers, and eagerly awaiting the arrival of the costumes, on Friday 24 June we travelled to the theatre for a combined dress rehearsal and filming session. All routines were professionally filmed on stage with a 6-camera rig, and will be edited into high quality films and screened as part of the live performances.

All the Manly Campus groups were lucky enough to be chosen as the closing items for their live shows. Ensemble B performed 'Khener' on Saturday evening, and Ensemble A performed 'Faces in the Crowd' on Saturday night. Company presented their routine 'The Dust Bowl' on Monday and Thursday nights, having the honour of closing the last show of the festival.

Congratulations to all the dancers for your wonderful performances and professional conduct in the theatre.

Ms Chloe Woodward
Dance

Languages

This term we started a Japanese tutorial group for students with Japanese background who want to maintain their native language and communicate with their peers in Japanese. We meet during one lunchtime each week and the group is open to Japanese students from any year group. The teacher produces some worksheets that help develop skills that fit for each individual. We have group discussions, play some games, do individual study, or reading texts. Some of the really motivated enjoy practicing grammar structures or reviewing kanji. It is a very mixed group and we all enjoy speaking our native language.

This week we had a pot luck lunch and shared lots of yummy Japanese foods brought from home. A special thanks to the parents who helped prepare food in advance.



If you want to learn more about studying Japanese at Manly Campus, please contact Ms Kubo Sensei.

Ms Kubo Sensei
Languages

Environment Committee Report

Enviro Day Bake Sale

The Environment Committee is concerned with the school's reducing carbon footprint and implementing sustainability schemes. In week 7, we organised a bake sale for ReAlliance and raised \$412 for their cause. RE-Alliance is a non-profit organisation involved with providing renewable energy to rural and regional Australia.



Clothes Swap in Term 3

In Term 3, the Environment Committee will be hosting a clothes swap during Pinestock (wk7). During the holidays we encourage everyone to clean out their wardrobes for winter and set aside any clothing that are no longer wanted and are still in good condition.

Did you know: the average Australian disposes 23kg of clothing to landfill each year.

Please bring in your clothing to decrease this massive amount of waste.

Environment Committee

Canteen

Canteen Menu Update

Unfortunately, due to the triple blow of increased food costs and volunteer shortages leading to the need for increased paid hours, we must increase some prices in the canteen for next term. These increases are very much in line with other campuses in the area and the food still represents great value.

We don't aim to make a profit but do need to cover costs and keep some contingency for emergencies, such as the recent breakdown of the cool room compressor. We hope you will continue to support us by using the canteen and please do volunteer for a shift or two if you possibly can, as having volunteers is the most effective way of ensuring we can maintain these prices for as long as possible.

The [updated price list is attached to the end of the newsletter](#) and on the school website. You will note that we can temporarily not offer salads until the current supply issues are resolved. Thank you for your understanding.

Canteen Committee

Second Hand Uniform Shop

**The uniform shop will be open
on the first Tuesday and the
third Thursday of the month
from 8:15am -9am**

**Next Open
Thursday 21 July
8:15am-9am**

**COVID safe practices in place,
please adhere to the following:
Students only | Wear a mask |
Stand 1.5 mtr apart while wait-
ing in line.**

**If a student cannot attend
the shop, orders may
be requested online at:**

manly2ndhanduniforms@gmail.com

**The second hand uniform shop
is run by parent volunteers
and relies on your generous
donations. Donations of
washed, good quality uniforms
are much appreciated and can
be left at the school office.
100% of proceeds go to the
P&C for projects to benefit
students.**



Band News

It's the end of another term and half-way through the year! Can you believe it?! We wish you a lovely break and a chance to recharge.

A huge congratulations to everyone involved in the Musical last month. It was stunning and a huge success. A special thank you to those who still got up early and made it to band rehearsals, we love and admire your commitment!

Northern Beaches Instrumental Festival & Gala at Pittwater High is one of the few events just for Strings & Chamber. It was wonderful to see them perform again. Thank you to the ensemble Liaisons Annie and Tina who coordinated this opportunity for the students.



Next term will be a big one starting from day 1.

Band Workshop Day for ALL students. Monday 18 July

This is an essential workshop day to prepare for the Australian School Band and Orchestra Festival (ASBOF). The expectation is that students will attend in order to refine performances for the event. If you know you will be away, please let your Band Liaison know, if you haven't already, so the Conductors can plan.

Wind Stream in Hall	Jazz Stream in Jazz Lounge	Strings in Common Room
8:30 - 10:30am Concert Band	8:30 - 10:30am Big Band	
11am-1pm Wind Ensemble	11am - 12pm Swing Band	
	12 - 1pm Stage Band	
1:30 - 3:30pm Symphonic Wind Orchestra		1:30 - 3:30pm String Ensemble
	3:30 - 6pm Jazz Orchestra <i>(this is a longer session so they can rehearse for HSC performances)</i>	

All information has been sent out from Liaisons so if you haven't received it then your address may be missing from our lists. Please email: andyandmel@gmail.com if this is the case.

Australian School Band and Orchestra Festival at The Sydney Conservatorium of Music

Sunday 24 July

Concert, Wind Ensemble & Wind Orchestra.
Swing, Stage, Big Band and Jazz Orchestra.

Sunday 28 August

Chamber & Strings

Blazers required uniform for ASBOF

Stock is low for Blazers and Pickles has a lag time. If you still need to sell or buy a blazer then please get in touch with Jen
bandmanagerbomc@gmail.com

Future Dates

Thursday 8 September TBC

NSSWE Spring Festival at the Concourse
Concert and Wind Ensemble

Sunday 11 September

Musicale

Senior Wind Orchestra, Jazz Orchestra, Chamber & Strings

13 - 16 September

Intermediate Band Tour / Camp

Expression of Interest coming out soon

24 - 26 September TBC

Manly Jazz

Jazz Orchestra, Jazz Combo

Friday 11 November

Strings Soiree

Chamber and Strings

Saturday 19 November

Jazz Night Out

All Jazz

6 - 9 December

Junior Band Tour/Camp

Wednesday 14 Dec TBC

Big Band Bash 2

All Bands

Principal Awards 2022

YEAR 7

Yuchan Ahn
Kai Ball
Allegra Bruchet
Alexander Burns
Edward Burslem
Oscar Burton
Mia Chen
Evelyn Chia
Jayden Choi
Gemma Clark
Daria Coleman
Eamon Corry
Jeremy Dai
Annabelle Delohery
Jiayi Fang
Aysel Fatima
Roger Full
Maan Garg
Claire Gassama
Christopher Goto-Young
Thomas Greenaway
Sullivan Grell
Emily Gu
Mia Haroutonian
Audrey Hayes
Liam Hoh
Odela Hung
Akash Ilawala
Charlotte Ioia
Irene Jeong
Taylor Journeaux
Ariana Kawashima
Kai Kenton
Kevin Kieu
Seika Kubo
Olivia Le Thanh
Tsun Chai Alex Li
Henry Lockhart
Charlie Martin
Rory Mijalica
Oliver Mitchell
Zak Nethery
Kaia Newall
William Olofinsky
Victoria Pearson
Leron Pinco
Jaslyn Plummer
Arianna Rich
Georgia Richards
Emi Shichinohe
Stephanie Smart

Ethan Song
Zac Stante
Joshua Stefani
Bella Su
Bryan To
Jordan Truong
Marley Vella
Cayden Ward
Evie Wilkinson
Alex Xu
Xielin Yan
Ella Yang
Ethan Yim
Oscar Youman
Claire Zhu

YEAR 8

Utsab Ahmed
Sophia Bannister
Niklas Barkhausen
William Benson
Jarod Binley
Pushan Broka
Daisy Burt
Byron Cahill
Rae Cai
Antoine Cheminat
Patrick Chen
Sarah Chen
Ewen Chung
Ella Cooper
Samara Correya
Mylo Davies
Timothy Fortescue
Ava Geddes
Akshita Ghosh
Aidan Gilbert
Katrina Gong
Sonoma Hansen
Archie Hay
Elise Heffernan
Meika Herron
William Hope-Jones
Zoe Humel
Rufus Hunter
Marek Jaaniste
Ashley Jee
Honami Kanoshiro
Eimi Kawasaki
Taj Kenton
Emily Kim
Annalise Kline
Isaac Lai
Hayden Lee

Berkeley Leung
Sophie Li
Jason Liang
Angelina Liu
Xiao Tong Liu
Annie Lu
Liheng Ma
Jessica Mace-Smith
Siena Maietta
Alex Martin
Ashley Nestlerode
Ingsel Phelrabsang
Laura Piper
Alexandra Pranker
Ella Qiu
Bianca Robinson
Nikhalya Shaji
Oliver Sherlock
Wayne Shu
Alec Smith
Thomas Stevens
Nile Sturzaker
Ryan Sullivan
Adelaide Tippet
Harrison Trute
Noah Turner
Dhanya Vasanta
Jay Vercoe
James Jiayu Wang
Rhys Weaving
Nicholas Whitney
Harrison Woods
Sooyeon Yeo
Andrew Zhang
Charlize Zoldos

YEAR 9

Tahleo Arkell-Andrews
Aarohi Bansal
Allister Barker
Darcie Barker
Ethan Barlow
Lucy Burslem
Jennifer Choi
Joshua Cramb
Zoe Davey
Noah Eley
Michael Elliott
Lucas Eum
Amelie Evans
Hei Lui Feng
Chloe Funnell
Kealan Giddy
Calvin Giffin

Alexander Goodman
James Grant
Madeleine Grattan
Lillian Hamilton
Alexander Harvey
Kyle Havener
Daisy Hughes
Benjamin Jewell
Josephine Johnson
Jin Kim
Pahandee Sehasna
Kodituwakku
Gabriel Kuypers
Pierre Lamarque
Penelope Lancaster
James Lee
Livia Lin
Liam Llewellyn
Oliver McDonald
Cillian McGrath
Jake McGuire
Katerina Menouhos
Lina Michel
Lily Murphy
Lucie Oliver
Eileen Park
Arshia Paryavi
Alexandra Pearson
Jia Rastogi
Sophie Roach
Saksham Sehgal
Kateryna Shalopa
Michael Shim
Tiago Smith
Matthew Smyth
Hannah Steele
Mila Stone
Mark Su
Yukina Teitei Miyazaki
Nishka Tolani
Frances Truman
Amy Wan
Cecilia Wan
Tina Wang
Harriet Wessling
Octavia Williams
Lars Woerlee
Isabell Wu
Austin Ying
Katie Yoon
Triphree Zhang
Eric Zhou
Simon Zhu

YEAR 10

Andrius Alcazar
Sorcha Badell
Annabelle Bartram
Ella Beanland
Matthew Brown
Jonathan Burrowes
Kaelan Carlos
Joshua Chan
Gabriel Clemmett
Alex Coulter
Arran Darling
Niamh Dwyer
Oliver Franz
Hamish Geraghty
Julien Grillet
Ethan Groves
Ton Halverson
Kai Hampson
Alexandra Harris
Hannah Hawkeswood
Charles Heaton-
Armstrong
Madi Heesom
Antoinette Hewish
Ivan Ho
Eshaan Holla
Kate Hollander
Joel Huxley
Leo Jiang
Ziqiao Jiang
Kai Jopson
Charlie Kanu
Yujin Kondo
Sunny Lam
Eugene Lee
Liam Lehane
De Xuan Lin
Mason Lowe
Maria Margossian
Gabriella May
Barnaby Merrill
Nihira More
Charles Morgan
Joel Murray
Truth Nathanael
Harrison Newton
Esther Ng
Ewan Odenthal
Thomas Osborn
Leonardo Paletto
Ahana Parijaat
Michelle Plon
Dylan Potgieter
Jocelyn Prevett
Oscar Pritchard
Nathael Prolon

Hamish Reyes
Sophia Roques
Mitchell Rose
Aneya Sarkar
Ayane Satsuma
Dex Schmidt
Esther Schroeter
Jack Searle
Himani Sharma
Tara Smith
Annabelle So
Henry Springhall
Oliver Springhall
Juliet Stephens
Lachlan Swinton
Daniel Thompson
Kota Toyooka
Matt Tran
Jacob Vogel
Jennifer Vu
Matyas Vyhnaelek
Tenzin Wakes-Miller
Charlie Westwood
Tennyson Wong
Anna Xian
Danica Xu
Jaylan Yang
Natalie Yang
Andrew Yip
Isabel Young
Justin Zhang
Zhou Zhang

YEAR 11

Vehaan Akbarally
Oliver Atchinson
Luke Atkin
Elizabeth Baldwin
Genevieve Bauder
Eva Beaumont
Eric Yixiao Cai
Alisha Choi
Piper Cox
Emmi Dixon
River Fitzgerald
Mitchell Garrity
Ruby Geddes
Angus Geraghty
Tristan Giral
Claudia Hadwen
Max Hamilton
Nena Harmstorf
Aidan Hogan
Sean Itzhaki
Alicia Jiang
Tanisha Kurlekar
Luke Larson
Riccardo Longhi

Naomi Lui
Annabel Lynch
Oliver Mace-Smith
Olivia Maietta
Shashwat Manish
Leo Marland
Fionn McMorrow-
Dermody
Nicholas Mulquiney
Jack Petersen
Natasha Poschalk
Yasamin Raminzad
Christine Ruff
Isabelle Stapf-
Giannakis
Hannah Stephenson
Alina Stone
Ruben Stones
Thomas Thake
Gabriel Wan
Dominic Wood
Matthew Young-
Thompson
William Zhang
Justin Zhu

YEAR 12

Sakura Brennan
Daniel Callister
Charlotte Camburn
Logan Campbell
Olivia Castree-Croad
Bennett Chan
Mia Christiansson
Nathan Colyer
Andrew de Montfort
Max De Vries
Chloe Dearden
Zac Downs
Catherine Foo
Olivia Forman
Thomas Freeman
Alexander Gaal
Raja Ganeshraj
Margaret Goodman
Gina Harrison
Lucas Harvey
Tara Harvey
Xavier Herbert
Rebecca Hoffman
Matthew Horvath
Daniel Huang
Liu Xi Zhen Huang
Lucy Irvine
Luke Irwin
Tomas Jonmundsson
Jennifer Kieu
Jenna Kim

Alicia King
Eden King
Annie-Ming Kowalik
Jay Lakhana
Kenneth Lamb
Chloe Lau
Matthew Lim
Audrey Liu
Josephine Lo
Daniel Martin
Amelia Matthews
Abbey McAllan
Amber McCulloch
Amy Milford
Bryn Montgomery
Alina Mustonen
Aliya Newall
Hei Tong Klio Ng
Luke Riddle
Stella Rodgers
Srestha Roy
Kaya Sayer
Yindi Schiphof
William Shaw
Anton Simdyankin
Jack Slade
Zan Lee Sormaz
Emma Spencer
Sophie Stephinson
Jasper Straetemans
Kanan-Hannah Toyoda
David Tulk
Ruby Tyler
Jasper Vajdic
Tyler Valentine
Eli Walton
Olivia Watts
Nick Weng
Elinor Williams
Jade Williams
Tai Woodley
Jerry Yan
Kerry Yang
Eleanor Yetts-
McKernan
Matthew Zabel
Krystof Zajicek
Lucia Zhou

Manly Selective Campus

Canteen Price List July 2022

Breakfast (8am to 9am)

Milk shakes	\$3.50
Yoghurt	\$2.50
Fresh fruit	\$1.00
Raisin toast	\$2.00
Banana bread	\$3.50
Cheese toastie	\$2.50
Hash brown	\$1.00
Up 'n' Go	\$3.00

Snacks

Fresh fruit	\$1.00
Yoghurt	\$2.50
Cheese and bacon roll	\$2.50
Popcorn	\$2.00
Sultanas/sesame snacks	80c
Chocolate mousse	\$2.00
Jelly	\$2.00

Rolls/Sandwiches/Wraps

Unbuttered/buttered roll	\$1.50/\$2.00
Lettuce and mayo roll	\$2.50

Sandwiches/Roll Add 50c

Egg mayo & lettuce	\$4.50
Salad + beetroot	\$5.00
Tuna, mayo, cucumber & lettuce	\$5.00
Cheese & salad	\$5.50
Ham & salad	\$5.50

Toasted

Cheese/spaghetti/baked beans	\$3.50
Cheese & tomato	\$4.00
Ham & cheese	\$5.00
Chicken & cheese	\$5.00
Ham, cheese & tomato	\$5.50

Wraps

Chicken, lettuce, avocado & mayo	\$7.00
Super salad wrap	\$7.00
Falafel, tabouli & hummus	\$7.00
Tuna & salad	\$7.00

Extra fillings: beetroot, lettuce, tomato 80c
Egg, cheese, avocado \$1.00

Salads & Sushi

Caesar salad	N/A until
Garden salad (pre-order only)	supply
Greek salad (pre-order only)	resolves
Sushi rolls	\$4.50

(Note cut-off for sushi orders is 8.30am)

Hot food

Garlic roll	\$2.00
Chilli chicken tender	\$1.60
Pasta bolognese	\$6.00
Pasta Napolitana	\$6.00
Beef lasagne	\$6.00

Burgers (not available Weds)

Hamburger & salad	\$6.00
Sweet chilli chicken burger	\$6.00
Veggie burger	\$6.00

Additional Choices

Mon	Jacket Potato with bolognese or cheesy beans	\$6.50
	Chicken satay & rice	\$6.00
Tues	Bean/Chicken burrito	\$6.00
	Chicken sausage in a roll	\$4.00
Wed	Traveller Pie	\$4.00
	Homemade pumpkin soup	\$5.00
Thurs	Curry of the day	\$7.50
	BLT (bacon, lettuce, tomato)	\$6.50
Fri	Nachos vegetarian	\$6.00
	Nachos meat	\$6.00
	Chicken sausage in a roll	\$4.00

Drinks

Popper	\$2.00
Milk 300ml/600ml	\$2.50/3.50
Oak milk 300ml	\$3.50
Ice Break or Just Natural	\$4.00
Juice Bomb	\$2.50
Appetizer	\$2.50
Water 600ml	\$2.50
Up 'n' Go	\$3.00

Please check our white board for other daily specials including salad of the day, special stir fries etc.
To avoid waiting and to get the best choices pre-order your lunch via Flexischools or before school or at recess. Bags are provided.
Volunteers are always welcome. Please call the canteen on 9939 7835 or download a form from our website



Nan Manefield Young Writers' Award - Student Pieces

Symphony No 1. by Annie Ming-Kowalik (Year 12)

For Piano, Icarus, Perfectionists and Orchestra

Prelude & Fugue: Yearning [J = c. 120]

Per aspera ad astra. Icarus sits and dreams.
the moon smiles down at him, And
his stars wink.

He stands at the edge of a precipice,
And hears behind him the shouting wind.
While his wings, hand crafted, timely,
bloodily made, lately sleeplessly spun,
gossamer waxy wings, beat and beat and
beat.

He says nothing will be better than flying.

But people whisper, mothers weep.
Icarus, they say, you can't and
won't succeed.

But young boys do not listen to the wind.
They dream and seek and plunder, and their
hearts take their heads by the collar, and
leap.

Icarus is falling, Icarus is crying.
Flying.

Icarus bursts out in a great arc into the celestial dome
and climbs up towards the greats.

Vivace: Being [J = c. 160] They
say that hubris is a sin.
but he drinks it like nectar and it leaves his
mind soft and supple.

Success is sweet, and the world is warm up there.

A high tide has lifted his boat. Oh, but
taste the stars, and try this piece from
the Milky way.

When you soar over the edges of clouds, and
stare down at the patchwork quilt of the world it's
only natural to pull harder.

So, they applaud, starlight dazzles.
the cacophony of glory masks
the searing of flesh.
The sun burns hot. Hot. Hot.
But for now, skin stretches.

Achievement is godly, and
his hand crafted, gossamer
wet waxy wings quiver

Underneath his browning shell.
the muscle separates and starts to tear.

Scherzo: Falling [J = c. 170]

Here is what hurts the most about flying:

Gravity is inescapable.
Icarus was still smiling as he started to
fall.

The head tumbles downwards ahead of the heart,
and leaves trails of tears dripping wax onto the
sky.

We see his arc, and graze it with our eyes,
the heat scorches his skin, the top of the
world is only the beginning of the fall.

You laughed at him, and told
his weary head to rest.

He was good enough already. And
so Icarus thought as he flew, that
he could never fall.

But power melts away like wax
In the heat of the sun, he burns
himself out,
fluttering down with the feathers of success he holds
to his chest.

There is a peculiar horror
in setting oneself on fire
and smouldering as people watch and smile from
outside the ring of bluish flames.

Grave: Dying [J = c. 50]

Vengeful fire hisses as it loses him
Into the fickle blue

Wavering between water-logged depths of
aquamarine – beryl
like the shadowy ink of sea monsters.

And in the tortured cervices of the burnt skin
on the sweaty palms of now twitching hands.
And in the end of arcing sparks between connections
turning off and on again, His eyes stare:
They tell him now, and yell that
inside the hollow vase
The eggshell cracked, webbed with veins, of his skull.
There should be light. Laughter.
They tell Icarus that the salty spring of his eyes,
Fixed on some unknowable place somewhere on the
edge of existence,
Should look at the big picture.

But, he plunged,

And the deepest dark of the ocean oozes black, filthy
little drips of thoughts spill over slimy recesses –
where hatred and jealousy turn over in their graves.

Where skinned emotions lie dripping with blood on
chopping blocks.

Oh Icarus, they say.

Don't fly too close to the sun.
And he bares his teeth and mutters in his mind, It was
you that cheered me on to fly.

So now his wings are splintered.
And Icarus lies all alone.

Here's what hurts the most about flying:

Icarus had to fall.

Ammonite by Eli Walton (Year 12)

I see him at the beach, as I always do. This time it's a
weekend, though often I see my brother as I drive to
work, disappearing over the crest of a hill, his earthy
hair ruffled by wind, or swollen with rain, or once
rimed with bone-white frost, when nobody sane was
outside.

I call to him from the cliff face. With a jolt, he dances
over, feet stretching for invisible paths along the rocks.
I try to run to him as well, but a stone underneath me
lurches, and I almost lose my balance. When I'm
upright again, he's next to me.

"I got a promotion," I tell him through a grin. "I get to
code actual systems instead of maths subroutines."

"Awesome," he says. "I found an ichthyosaur. Come
look."

I follow him along the beach, talking all the way. I tell
him about a script that spilled off all edges of the
screen, so navigating it was like swimming in letters. I
tell him how I renamed variables and packed code into
subroutines, until the whole thing fit in the centre of
my monitor and read like prose.

My brother smiles, but his eyes had glazed over long
ago.

"Here," he says.

The ichthyosaur is a fading tail in the cliff. My brother is
delighted. I smile, as he did for me. This is how our
meetings go; each of us has our own world, and neither
understand the other's, but I can see he's happy, and
he can see I'm happy, and we let each other talk until
it's time to leave.

It's months before I see him again. My work eats time
like it eats RAM. I'm good at it though. I've gotten
another promotion, and my brother smiles for me as I
tell him. I shrug ambivalently.

"You don't want it?"

"It's what I always wanted," I reply.

"But now you have it..."

I interrupt: "You're still working at the cafe?"

My brother looks guilty.

"You've been there three years."

"I like the cafe."

"No, you like the free time."

He doesn't argue with that. Instead he takes me along
the cliffs, and I hear about jurassic shale for an hour.
It's a relief to go home.

The next time I visit I'm wearing a suit jacket, the hems
of which flap around in the breeze. My hair is showing
the first streaks of grey, but he looks young as ever,
though the wrinkles that form when he laughs are
permanent now. They piss me off. I know it's innocent
laughter preserved on his face, but I can't help but feel
like it's directed at me.

I get straight to the point.

"I'm taking you in to work today. I'll show you round
the office, and if you like it..."

"I'm happy where I am."

"You're stagnant," I tell him bluntly. "You've been at
this beach since we were children."

"And there's always more to learn. See where the cliff
tilts up—"

"I'm going," I say. We stand in silence for a moment,
but it's clear he's not coming, and I leave alone.

The stones roll beneath my shoes, but I fight my way
through them, to the figure nestled by the seaside,
enjoying water lapping against his skin. My neck hurts
even though I'm not at a desk. The bags under my eyes
are so deep I can feel them.

"You need a break," he says.

"Who qualified you to give advice?" I snap. "You're fifty
years old and a waiter."

A wave breaks and gets into my shoes. I wrestle them
off, barely resisting the urge to throw them into the
sea.

"Have you been coding anything?"

"No. I'm a manager."

I haven't coded in months. The words I write get printed out on brittle, dead paper. No processing happens there. No puzzles get solved. I'm cooped up in the corner of my own brain, but my shell is exhausted, constantly, from phone calls and long hours. My body is collapsing, torn two ways. My body is collapsing and I'm trapped inside.

Then there's my brother with his calm clear eyes, who did everything wrong, who left his life on the rocks, but who was preserved with all the detail of an ammonite, all spiralling, immaculate ridges, while I decayed. He still sits like a child, his bare feet in the water. I inch forward on the rocks and put my feet next to his. "I want to go back."

Freedom by Alexandra Roberts (Year 8)

Emilia has always been besotted with the idea of being free. Often when walking the grounds of the house she would sigh and say, "I wish we weren't confined to the manor. I want to go on an adventure,". It's impossible. Our parents, Lord and Lady Salisbury, would keep us sitting like china dolls on windowsills if they could.

So when Emilia told me she had a plan I immediately scoffed at her. "A plan? To go where, Antarctica?" It might as well have been. Anywhere other than the grounds of our estate were out of bounds. If we were caught, our jailers would make sure they never lost sight of us again.

There was no way her plan could go ahead and I wasn't interested in it. I was doing my Latin prep for our governess and Emilia was making it hard to focus. She kept jumping up and down with excitement.

"We run away," she said proudly. She thought she was a genius but many people had thought of the idea before. Tom Sawyer, for instance. "Just before sunrise, when people are asleep and aren't worrying about us. We get on the other side of the front door and the world is ours." I glared at her.

"Oh come on, Lenora, you're no fun," she pouted. "Well, don't go. I am."

I knew she wasn't going to go through with it. She would never do it without me. She would come up with another crazy idea next week and forget about that one too.

I was wrong.

I awoke to the muffled sound of Emilia getting changed and sat up straight. "You're really doing this?" I hissed

"Of course," she huffed. She was wearing an old tunic, the one she wore whenever mummy allowed her to paint so that she wouldn't stain a frothy silk dress.

She slipped on shoes and turned the door handle.

"I'll come," I said suddenly.

I don't know why I did it. Perhaps it was the fear of never seeing my sister again, or the fact she never even said goodbye.

She reappeared. "I knew you would." She smiled.

Moments later we're out on the cobblestoned streets. I remembered to breathe. "Which way do we go?" I asked her. I could tell Emilia was less confident than she looked. Still, she pointed out a direction and we started to run. I was soon out of breath, almost slipping on the cobblestones.

Then, a magical sight reached my eyes. Rising like glowing suns were hundreds of hot-air-balloons. Crimson red, veridian green, royal purple, dancing against the silk blue sky and into the dregs of the sunrise.

Emilia's eyes were starry. "Let's see it for ourselves!" Part of me hesitated, saying we should be back home nestled in the safety of our beds. Yet another part of me wanted to see the hot air balloons too. The new side of me made me think. *Maybe, just maybe, this is a good idea after all?*

I let Emilia drag me away. We continued to run towards the balloons, up and down until I was sure we were lost.

I was so out of breath that I had to stop. I leaned down, panting. When I looked up again, we were at the edge of a vast field.

Balloons were everywhere, in the air and on the ground. Some were about to take flight and some were landing.

Emilia spotted a hot air balloon that rested on the ground. The fire wasn't yet burning.

I watched with awe as it slowly filled up. Emilia looked around, making sure nobody was watching us. She jumped up and threw herself into the basket. I followed, wincing as I landed.

We're in.

The balloon was soon fully inflated. We threw out the sacks of flour and started the ascent.

The world shrank. The field became the size of a bedroom in a dollhouse and the people were the dolls. I watched as my new world began to awaken. I had never seen anything from this perspective.

I looked at the endless horizon and felt for the first time what it was like to be truly free. I didn't want to be living in a filter any more. I'd been bound in ropes and

wrapped in wool my whole life, burdened with expectations of what I should be. Now life is like the sky, full of possibilities.

But for now, I just watched with pleasure, finally getting my snatch of freedom.

When the Birds Came by Gemma Clark (Year 7)

There are memories that pulsate incessantly, reminding me of togetherness. I am a sky that could be home to birds, clouds and vivacious movement, but has been rendered to an alien atmosphere. Here, the foreign symbols, expressions and manners as well as whiffs of lavender, mingle bewilderingly in the air. Before I came, the melodies of children laughing, bells jingling around their ankles, the cooks with turmeric stained fingers, breath sweet and cold like the rambutans, were my everyday treasure. At my birthplace, I had colour on the exterior that resonated on the interior. Here, my spark flickers and wanes with no kindling.

Milling the streets, the boy observes the colour and texture of others' skin which wasn't a rich brown colour or texture like his, but a creamy bronze. Some pink with freckles, olive, darker brown still. Acceptance was in one mind but in the other was misunderstanding, ignorance of differences in culture and values. He'd seen the condescension. He'd experienced the staring eyes that sought not to understand. The neglect, that hatred, the bitterness all stood together, reigning acceptance. Anger spurred within, and never a saccharine thought rejoiced in his mind.

Often looking up into the great blue, streaked with a wispy whiteness, he would feel peace. The roar of the city would drain from his ears and mind would cleanse his thoughts. Today, with a stomach full of food van flavours and the metallic quench of city water, he saw the moving shadows of the birds overhead. Soaring high above the architecturally designed glass and concrete monuments, contentment flew. Colour.

Peace. Observing the world below and its people, one little bird was looking for a person who wasn't tied in with the string of self-absorbed humans. Only those who were watching could turn coincidence into meaning.

As the vagrant boy looked up, the little bird stared downwards, observing this one human looking up at him and the sky. Eye to eye. Mind to mind. A delicate thing. It was as though this bird understood him. It was the type of beauty that transfixed one's mind, hungry for more. Savouring that colour. Savouring that tranquillity.

"Did you see that colour in the sky?" The boy would ask with his eyes. Some would ignore him, tossing

their hair and staring the opposite direction, preferring to believe these city wanderers weren't part of *their* world. Others had closed, demeaning looks upon their face when the word 'colour' appeared. This boy's eyes were searching for a bright speck of hope amid the cacophony. Only those who truly see, turn coincidence to meaning.

The boy dreamt of the bird and its colours. What did those radiating hues mean? Why was there a bird in the city's vicinity? For many days after, the boy pottered around the streets puzzling over this phenomenon, seeing the cold, wanting to amend the aggression,

needing the birds to return. To sight them once more, to acknowledge that his heart had taken a different path from the one of resentment. He knew his home, the city, could transpose, seeing the changes that were as possible as a bird's flight.

The city's heart ceased beating, the humans halted in their steps, tucking distractions out of mind's sight, feeling something, feeling a presence.

"The birds are coming!" the boy cried. A thousand marbles rolled towards the plethora palette on the horizon, which was nearing by the second. Soon, colour emanated from the monotony of the urban drone, fluttering, observing, twittering, the birds resonated emotions in which the people revelled.

The world spoke of life as the people rejoiced - coming together as one and viewing their city in a different mind. Hands reached upwards, smiles broadened and the atmosphere resonated as one, hope and change enveloping the city. The colours of the people and the colours of the birds, seen so differently. Both unique and beautiful in their own ways yet often discriminated against. But now united.

Beyond the grey, the smoke and indifference lived the birds with their colours. The purples that signified royalty and the opulent yellows that brought light to one's eye. A folk tale, a myth, a man's story to bring mirth back to the room, and now a reality that brought hope to the heart. The birds' colours brought one and all together, a little boy observed. The rich reds, deep blues, lush greens and blazing oranges returned the light to the city once more, gifting acceptance, harmony and love.

Little Benny Kingsford by Owen Teoh (Year 7)

What does a sign say? "No trespassing"? Or maybe "Speed camera ahead"? Perhaps "Beware of the dog"? See, that's the catch; no one knows what the sign says.

A small town in Saskatchewan, Canada, 6:06PM, 6th of June 1966.

Everyone knows everyone in the small town of Missinipe; a small town untouched by the outside

world of ever-changing mechanics and revolutionaries. Everyone knows everything that happens there. More specifically, and most importantly, everyone knows everything that passes in and out of the town. Rather, everything except the sign.

Little Benny Kingsford was the unfortunate young man who stumbled upon the sign. His mother left the room, leaving him alone. And Little Benny Kingsford clutched at the opportunity to pick up his sword (a stick) and go out to swing at dragons and monsters (trees). Jumping out of the house, he hoped he wouldn't be caught like last time. Behind the Old Henry's Inn he went, and behind a few stalls, he ducked and he hid. With luck on his side, Little Benny Kingsford tottered off into the aspen and out of the village unnoticed.

Off into the trees, the fiery autumn leaves crunched and roots trampled under his tiny feet. Soulless were the forest of aspen, like predators lying in wait. Some thirty-or-so minutes after leaving the village without any creature or evil spirit to battle, Little Benny Kingsford found the sign. In a small clearing, much like signs you see everyday on roads and streets, a long brass pole with a simple white reflector with black writing all over it. Finally after his many travels, Little Benny Kingsford hoisted his stick and charged toward the sign, feebly striking the fortress (a pole); the sword flew from his hand with a shrill scream from the pole left behind. Little Benny Kingsford fell back indignantly, but before he could stand up...

Three minutes after egress, Missinipe, 6:38PM.

See, his mother came back distraught at the empty house. Alarm spread through Missinipe, and after much annoyance for most of them thought Little Benny Kingsford was still hiding in the house. After all, it was normal for him to hide and stir up a disruption. But then again, it was normal of him to be found sneaking into the woods. But most still went, for nothing exciting happened since last week, and this was the most interesting thing apart from chores.

Upon clearing the poplar jungle and the green ash plain without Little Benny Kingsford found, searchers became exceeding anxious and worried through the passing seconds and minutes. Into the aspen forest, the searchers travelled. Behind every tree, under every rock, over every crest they searched.

Young Finlay, the lumberjack's son, and one of the younger searchers, tramped on through the forest in boredom. Like many, he thought Little Benny Kingsford was still at home, hiding, making such an annoying racket on and in the town for himself. But when momentarily glimpsing the sign some twenty metres

out, he felt confusion and shock at its appearance. Not normally did signs appear in this town, where authorities didn't bother to make speed limits or the like. Turning around in confusion and curiosity, Young Finlay heard a *ring* coming off the pole, to have found Little Benny Kingsford appearingly thrown backward onto the floor. And— — —

He blinked, trying to comprehend what had happened, but then, Little Benny Kingsford...

Vanished.

Finlay felt a chill run up and down his spine that rattled his bones, twisted his stomach, put heart in throat, petrified in fear, hair on end, white knuckled, jelly legged, tight mouthed, and eyes widened. But what most struck terror in Finlay; the sign's words evaporated like water seeping down your fingers, Finlay could've recalled more of the story, had he not fainted at the sight.

The search found Young Finlay in a seeming trance. Whispers and unexpected screams cascaded the aspen forest with fear and despair. His head and heart so shrouded in darkness his pupils turned to mere specks. Shivering and shaking in the hospital bed, they sent him to an institution, where he lived for the next five years of his life. The people of Missinipe never speak of it today, yet always keep themselves from the aspen however possible. But when Young Finlay died, a secret was brought to his grave. He, and he only, knew what the sign said...

Neither will we ever know what happened that day, what happened to Little Benny Kingsford.

Concrete Walls by Zac Thomas (Year 7)

Grace was walking down the deserted streets of the city. staring up at the concrete walls that surrounded her. They were like mountains that she could never conquer. This had never felt like her home.

She dreamed of a secret place with towering trees, shelves of books and hidden places to curl up in and read away the day with a cup of warm cocoa. A place where she found friends and a place where parents didn't kick you out of the house for being 'ungrateful'.

She wiped away a small tear running down the side of her face. As she walked down the street she looked up at the dreary apartments and she saw people sitting, cutting vegetables or staring blankly at their TV screen. They looked like zombies. Waiting. For something that may never come. She sighed.

As she was walking down the narrow street she spied a bush, in the corner of her eye, twinkling at her with its

leaves. Any plant life was rare around here as most of the oxygen came from artificial labs. She slowly crept over to the bushes looking around at the cold, grey building that surrounded her. As she got closer she heard whispers coming from below the bush.

She crept over, ever so slowly, her heart pounding out of her chest like it was trying to jump out and run away. Suddenly the whispering stopped and a hand reached out of the bush, grabbed her by her shirt's collar and pulled her in.

When she gathered her bearings she saw she was laying on the ground in a dark tunnel with two people looming over her, like snakes. She scrambled up the dirt and gravel behind her without taking her eyes off them. The one on the right looked at her angrily and shouted, "how did you find us!" "Shut up Carlos, be more polite." The one in the middle put his hand over Carlos's mouth, causing Carlos to hiss and throw his hand away, sinking into the shadows of the tunnel.

The other one steps forward. Hi, nice to meet you, my name is Dante".

"What is this place?" Grace demands, looking up at them intently

They looked at each other, then Dante spoke again. "This is the underground," he proclaimed. "No one has ever found us. We usually find them, but we don't usually take new members like this." Grace stared up at him trying to look like someone who likes secret underground rebellions. Dante sighed once again. He finally agreed to tell Grace all about the underground, what it was, who lived there and why. He informed her about how they all left the city for a better life because none of them fitted in. He also said that when the original people dug underground, they found a crystal that has not been seen for years, which created these unbreakable tunnels and the U.I.R.

What on earth was the U.I.R, she wondered. She opened her mouth to interrupt him. "Umm..." she asked, "sorry, but you missed the part where you tell me what a U.I.R is." He squinted at her, as if he was looking through her soul.

"The U.I.R is a room," he said slowly. "a room where anything and everything is possible. From the outside it looks like a 5m² room but on the inside it is infinitely large. But that isn't the point. When in this room you can imagine anything you like and it will come true". Grace spent over 10 minutes interrogating him on how this works, before he finally got impatient and told her to follow him.

Grace was taken through a maze of tunnels, the floor was a gravelly dirt and the tunnel looked highly unstable, but no matter how many times she repeated this fact he said it was unbreakable.

Finally after over an hour of walking they reached an enormous circular cavern about 10 metres high, 20 metres across with a light hole at the top. In the centre was a pale white room with a rainbow tint from the daylight.

She turned to Dante who nodded and she slowly walked in, letting her thoughts run wild and her dream appeared in front of her. The shelves of books, the cosy corners to snuggle up in and most of all, the welcoming faces of her new friends. It was then that she knew she was finally home.

Northern Beaches Secondary College Manly Campus

Works notification

1 July 2022

A project is underway to upgrade Northern Beaches Secondary College Manly Campus. The project will deliver a new multipurpose hall to cater for the growing school community.

A construction contract has been awarded to Carfax Commercial Construction.

Early construction and site establishment

Early works to clear and prepare the site for construction are expected to start from 7 July 2022. Site establishment activities will include (please refer to map overleaf):

- installing early fencing and hoarding (shade cloth) around the perimeter of the construction site
- installing work sheds, toilets, meeting rooms
- establishment of erosion and sediment controls.

Working hours

Approved construction hours are between 7 am to 6 pm Monday to Friday, and on Saturdays from 8 am and 1 pm. There will be no construction on Sundays or Public Holidays.

Noise, traffic and dust control measures during the work

Control measures will be in place to minimise noise and dust impacts during construction. This will include spreading Densely Graded Base (DGB) on soil areas to suppress dust during high winds. Dust from construction works will also be hosed down with water as required and trucks entering and leaving the site will cover their loads.

Construction vehicles will primarily enter the site via a temporary access gate on Harbord Road. Traffic management will be implemented when required, including the use of onsite traffic control personnel to manage entry and exit of construction vehicles. Site vehicles will give way to pedestrians at all times. Wherever possible, truck movements will be scheduled to outside school drop off and pick up times.

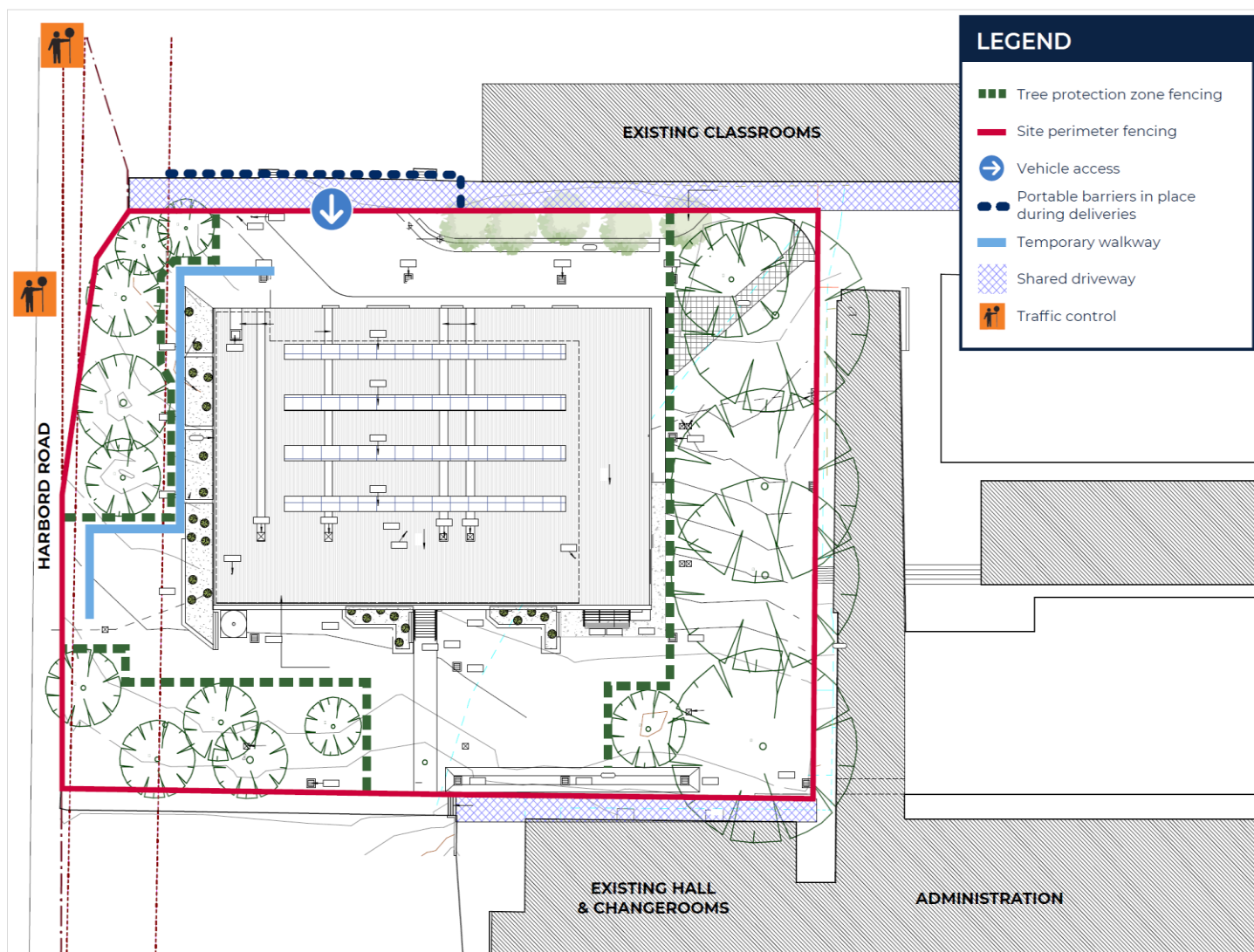
Health and safety measures during the work

The health and safety of the school's students, staff and the local community is our highest priority. We will ensure that construction works will be scheduled and managed to minimise the impacts to the community where possible.

For more information contact:

School Infrastructure NSW
Email: schoolinfrastructure@det.nsw.edu.au
Phone: 1300 482 651
www.schoolinfrastructure.nsw.gov.au

Site map



For a **Translation and Interpreting Service**, call **131 450** and ask them to call the Department of Education - School Infrastructure NSW on **1300 482 651**.

For more information contact:

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Email: schoolinfrastructure@det.nsw.edu.au
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